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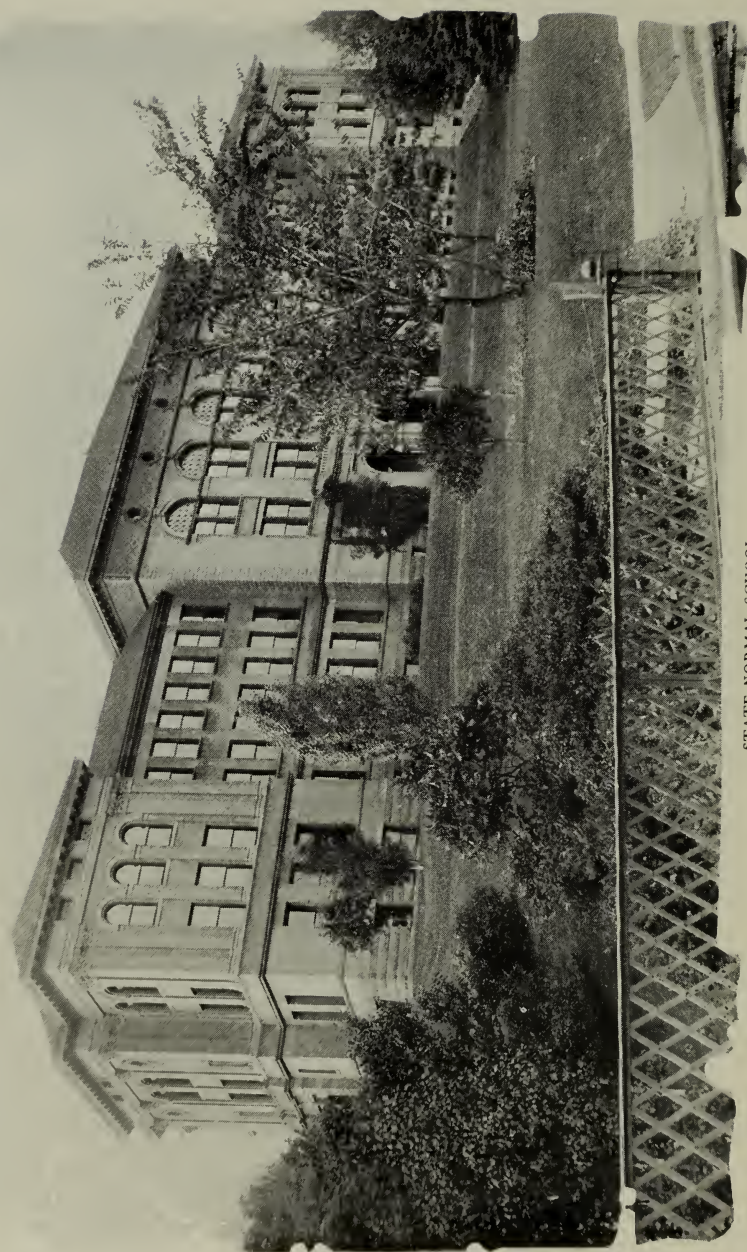
State Normal School

Duluth, Minnesota

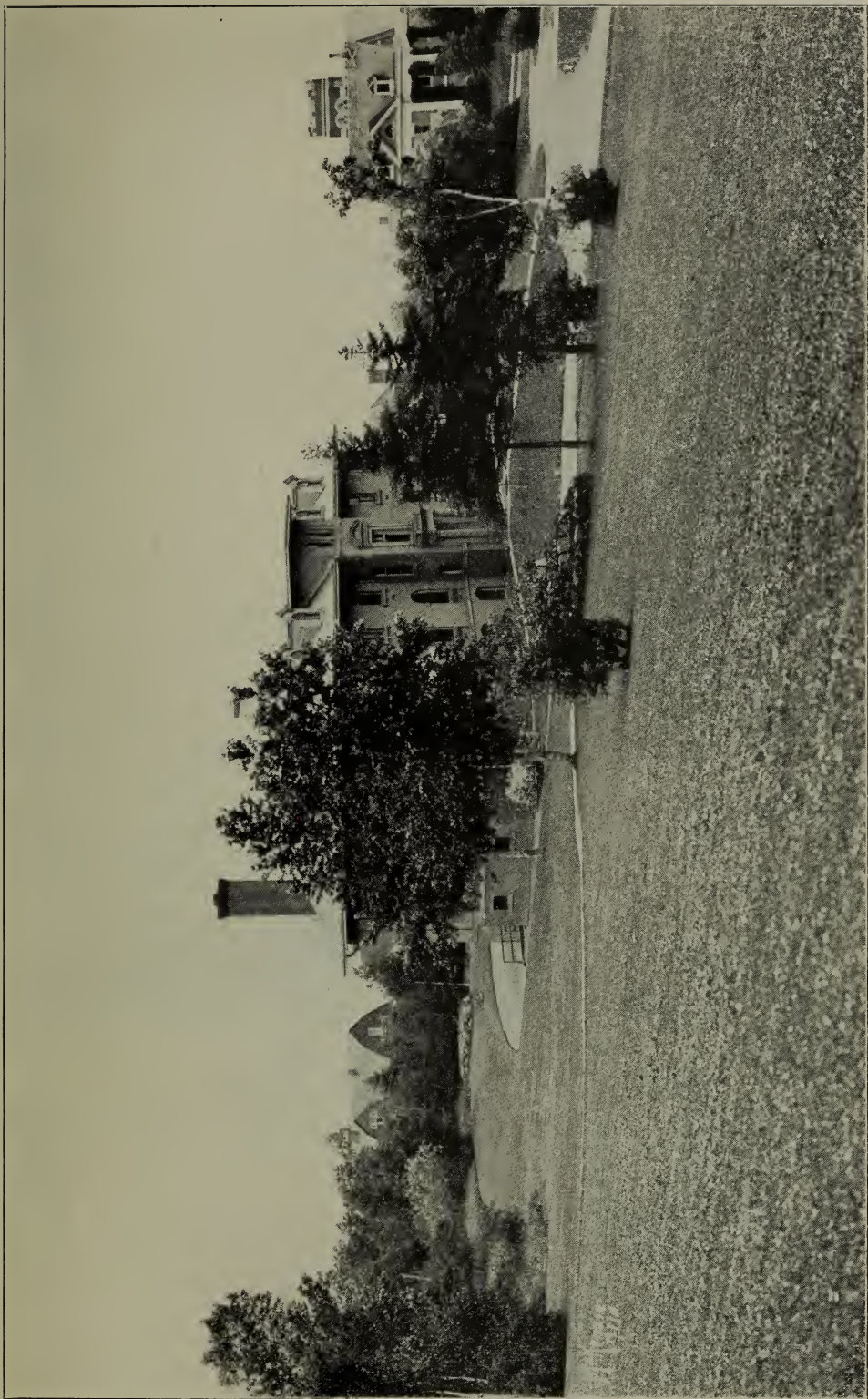
1919 - 1920

List

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STATE NORMAL SCHOOL



WASHBURN HALL

STATE NORMAL SCHOOL

DULUTH, MINNESOTA

EIGHTEENTH ANNUAL CATALOGUE

With Announcements for

1920-1921

CONTENTS

<p>Admission, requirements for..... 8</p> <p>Board and rooms.....10</p> <p>Calendar 3</p> <p>Catalogue of names.....35-39</p> <p>Certificates, teachers'9-10</p> <p>Chorus work27</p> <p>Civics20</p> <p>College credits9, 14</p> <p>Courses12-14</p> <p>Diplomas 9</p> <p>Dormitories10</p> <p>Drawing15</p> <p>Economics21-22</p> <p>Education, theory and practice15-17</p> <p>Electives12-14</p> <p>English17-19</p> <p>Establishment of the School..... 7</p> <p>Expenses10</p> <p>Faculty4-5</p> <p>General information10</p> <p>General requirements33</p> <p>Geography30-31</p> <p>Glee Club27</p> <p>Graduation, requirements for8, 12-13</p> <p>Health examination11</p> <p>History19-22</p>	<p>Home economics23</p> <p>Kindergarten24-25</p> <p>Length of school year..... 8</p> <p>Library science25</p> <p>Manual training25</p> <p>Mathematics25-26</p> <p>Music26-27</p> <p>Number of subjects a student may carry33</p> <p>Observation16</p> <p>Organization 7</p> <p>Penmanship27</p> <p>Physical education27-28</p> <p>Pledge10</p> <p>Programs12-14</p> <p>Psychology28-29</p> <p>Reading10</p> <p>Science29-33</p> <p>Sociology23</p> <p>Special students 8</p> <p>State Normal School Board..... 3</p> <p>Summary of enrolment.....40</p> <p>Summer term 8</p> <p>Teaching in Duluth schools.....17</p> <p>Torrance Hall10</p> <p>Tuition10</p> <p>Vocational training 7</p> <p>Washburn Hall10</p>
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Minnesota State Normal School Board

Ell Torrance, President.....	Minneapolis
Term expires 1923	
James M. McConnell, State Commissioner of Education, Secretary	
.....	St. Paul
Ex-Officio	
S. H. Somsen, Resident Director.....	Winona
Term expires 1921	
John C. Wise, Resident Director.....	Mankato
Term expires 1921	
C. L. Atwood, Resident Director.....	St. Cloud
Term expires 1921	
Leslie Welter, Resident Director.....	Moorhead
Term expires 1923	
J. L. Washburn, Resident Director.....	Duluth
Term expires 1921	
A. P. White, Resident Director.....	Bemidji
Term expires 1923	
E. J. Jones	Morris
Term expires 1923	

Calendar 1920-1921

Summer Term

Enrolment of Students.....	Monday, June 14, 1920
Class-work begins	Tuesday, June 15, 1920
Term closes	Friday, July 23, 1920

Fall Term

Enrolment of Students.....	Tuesday, September 7, 1920
Class-work begins	Wednesday, September 8, 1920
Term closes	Wednesday, November 24, 1920

Winter Term

Enrolment of Students.....	Monday, November 29, 1920
Class-work begins	Tuesday, November 30, 1920
Christmas Holidays begin	Wednesday, December 22, 1920
Work resumed	Monday, January 3, 1921
Term closes	Friday, March 4, 1921

Spring Term

Enrolment of Students.....	Monday, March 7, 1921
Class-work begins	Tuesday, March 8, 1921
Easter vacation begins.....	Thursday, March 24, 1921
Work resumed	Tuesday, March 29, 1921
Term closes	Friday, June 3, 1921

Faculty

- Eugene W. Bohannon.....President
Graduate Indiana State Normal School, 1887; A. B., Indiana University, 1890 and A. M., 1891; Ph. D., Clark University, 1912; teacher, principal and superintendent, public schools, nine years; teacher in state normal school three years; State Normal School, Duluth, 1901—
- Katharine D. Post.....English Composition, Literature
A. B., University of Wisconsin, 1893; student, University of Chicago, 1897-98; teacher in high schools, 1898-1905; State Normal School, Duluth, 1905—
- Ruth Ely.....Librarian and Library Science
Minnesota Library Commission summer school, 1906; Duluth Public Library, 1902-06; State Normal School, Duluth, 1906—
- Charles H. Frazee.....Botany, Zoology, Elementary Science
A. B., Earlham College, 1903; A. M., Indiana University, 1905; teacher in public schools and college instructor, eight years; State Normal School, Duluth, 1909—
- Carl E. Wallace.....History and Civics
A. B., University of Kansas, 1896 and A. M., 1897; student, University of Chicago, 1903-05; teacher in public schools and college, eleven years; State Normal School, Duluth, 1910—
- Margery Strong.....English Literature, English Grammar
A. B., Oberlin College, 1902; teacher in elementary and secondary schools, six years; State Normal School, Duluth, 1911—
- Mary A. Jack.....Reading, Literature
Graduate Emerson College of Oratory, 1896, and graduate student 1897; teacher in secondary schools and college 1897-1911; State Normal School, Duluth, 1911—
- Melvina L. Danielson.....Music
Graduate Teachers' Training School, Omaha, Nebr., 1906; School of Music, University of Nebraska, 1909; Columbia School of Music, Chicago, 1914; teacher in public schools, seven years; State Normal School, Duluth, 1914—
- Delia G. Mattocks.....Penmanship
Graduate Ohio Business University; State Normal School, Duluth, 1914—
- Delia A. Smith.....Physical Education, English
B. A., Wellesley College, 1912; student, Dartmouth summer school, 1914; graduate work, physical education, Columbia University, 1914-15; State Normal School, Duluth, 1915—
- Frederick L. Whitney.....Superintendent of the Training Department
Ph. B., University of Chicago, 1906, and A. M. in Education, 1914; instructor in senior high school and elementary school principal; superintendent of city schools, ten years; State Normal School, Duluth, 1918—
- Mary I. Elwell.....Mathematics
B. A., Carleton College, 1915; student, University of Wisconsin, summer 1916; student, University of Minnesota, summers 1917 and 1918; teacher and principal in secondary schools, three years; State Normal School, Duluth, October 1, 1918—
- Ruth A. Sloan.....Home Economics and ManagerDormitories
Ph. B., Franklin College, 1904; A. M., Teachers' College, Columbia University, 1916; teacher in high school, eight years; teacher, Franklin College, 1916-1918; State Normal School, Duluth, 1918—
- Vivian O. Dunlap.....Drawing and Manual Training
B. S., Lenox College, 1906; graduate Iowa State Teachers' College, 1914; student, Applied Arts summer school, Chicago, 1917 and Church School of Arts, Chicago, spring, 1918; teacher, elementary and junior high schools, seven years, and Iowa State Teachers' College, 1916-1918; State Normal School, Duluth, 1918—

Faculty

(Continued)

Thomas B. Homan.....Psychology, Education
B. Di., Iowa State Teachers' College, 1911; M. Di., 1913; A. B., 1914; M. A., State University of Iowa, 1917; Ph. D., 1919; superintendent of public schools, seventeen years; instructor in Model High School, State University of Iowa; assistant instructor in Economics, S. U. I.; State Normal School, Duluth, 1919.

Olive B. Horne.....
Training Teacher, Seventh and Eighth Years, Elementary School Student, Cook County Normal School, Chicago, 1894-95, and Teachers' College, Columbia University, 1910-11; teacher public schools, ten years; State Normal School, Duluth, 1903-1910; Eastern Illinois State Normal School, 1911-14; State Normal School, Duluth, 1914—

Ray L. Leland.....
Training Teacher, Fifth and Sixth Years, Elementary School Graduate, State Normal School, Duluth, Minn., 1907; B. S., Teachers' College, Columbia University, 1911; post-graduate work University of Minnesota, 1914-17; and Teachers' College, 1917; teacher elementary and high schools, four years; teacher University High School, College of Education, University of Minnesota, 1914-1917; State Normal School, Duluth, 1917—

Katherine E. Ross.....
Training Teacher, Third and Fourth Years, Elementary School Student, Olivet College, 1901-1902; graduate, State Normal School, Marquette, Michigan, 1915; Ph. B., University of Chicago, 1917; post-graduate, University of Chicago, 1917; teacher in public schools five years; State Normal School, Duluth, 1917—

Helen Urquhart.....
Training Teacher, First and Second Years, Elementary School Graduate, Huron College, Normal Department, 1908; student, Huron College, 1909; teacher in public schools, eight years; State Normal School, Duluth, 1918—

Helen C. Steele.....Kindergarten and Kindergarten Training Graduate, Miss Wheelock's Training School, 1906; student, Pittsburgh Kindergarten College, 1909-10; student, New York Kindergarten Association, 1913-14; summer school, Teachers' College, Columbia University, 1918; teacher, Kindergarten, Pittsburgh public schools, 1909-16, and Minneapolis public schools, 1916-18; State Normal School, Duluth, 1918—

Blanche Patterson.....Secretary and Accounting Officer
W. H. Salter, M. D.....School Physician

Additional Teachers, Summer 1919

Edna B. Mahnke.....Rural Education
Park Rapids, Minnesota.

Hughina McKay.....Home Economics
Duluth.

Ruth O'Brien.....Librarian
Duluth.

Bess Simon.....Physical Education
Duluth.

The Establishment and Organization of the School

The State Normal School at Duluth was established by an Act of the State Legislature in the session of 1895, and registered its first students in September, 1902. The number of graduates from the institution is now about eight hundred. In this time the original building has been doubled in capacity and two excellent dormitories have been constructed. These are admirably located in the center of the finest residence district of Duluth and at a height of more than three hundred fifty feet above the level of Lake Superior, affording a remarkable view of that beautiful body of water.

The Work is both theoretical and practical. In the Normal Department instruction is given in the subjects of the elementary school curriculum and those special subjects necessary to an intelligent understanding and appreciation of the problems of elementary education. The Training Department, which includes a kindergarten and eight grades, supplies the opportunity for observation and student-teaching. The standard course of study and an extended list of electives are administered in such a way as to provide the special instruction required by the different classes of elementary teachers. The State Normal School Board has authorized different groupings of subjects for the special preparation of kindergartners, teachers in the lower, middle and higher grades, and supervisors of elementary school work. In addition special courses are authorized for the preparation of teachers of Home Economics, Drawing, Manual Training and Music.

A few years ago an optional year of work was added to the standard course in response to the suggestions of school superintendents who desire teachers with more extended preparation. This extended course of study leads to the Special Diploma in Elementary Education which qualifies the holder for positions in junior high schools, the normal training departments of high schools and for the principalship of graded schools of every class. Former graduates of the school should find in the work of this additional year the special preparation which will lead to more responsible positions, while all who may complete it with credit have the assurance of school superintendents that their services will command a higher rate of compensation. The minimum beginning salary for such teachers is ten dollars higher than for beginners in the grades below the junior high school. Many requests for graduates from this course are made.

"Because of its favorable location in the midst of a large industrial community," the Duluth Normal School has been designated by

the Federal Board for Vocational Training, the State Board of Education and the State Normal School Board, to train trade and industrial vocational teachers, under the Smith-Hughes Act, and will undertake such work just as soon as there is a demand for it.

The standard length of time required for graduation is two years. Completion of the extended course leading to the Special Diploma in Elementary Education, referred to in a preceding paragraph, requires an additional year. Students of both classes may obtain temporary teachers' certificates before graduation by completing in a satisfactory manner a specified list of subjects.

The regular school year is thirty-eight weeks in length and is divided into three terms of approximately equal length.

A Summer Term of six weeks is held each year. The time for the session of 1920 is June 14 to July 23. The work has been planned to meet three classes of needs: (1) Those of persons who must meet the professional and academic requirements for a teacher's certificate; (2) those who wish to earn credits toward the completion of the regular course in the Normal School, and (3) those who have it in mind to prepare for the more specialized teaching positions for which the Special Course in Elementary Education qualifies. Detailed information is supplied by the summer school circular, which will be mailed on request.

REQUIREMENTS FOR ADMISSION

Graduates of accredited high schools will be admitted without examination upon presenting satisfactory evidence of such graduation, together with a certified transcript of their records in such schools.

Hereafter no work will be provided for students in the five-year or English course except for those who have completed the first two years of that course. Classes will be organized for students in the last three years of that course during the school year 1920-1921; in the last two during the year 1921-1922, and in the last year during 1922-1923. Thereafter no classes will be organized in such subjects except in the summer term and students who may have completed not less than two years of it are urged to return for the remainder of the work while the opportunity exists.

Those teachers who may not have completed a high school course but who, through several years of successful teaching experience, have demonstrated their superior ability, will be admitted to the school as special students, subject to the approval of the president. Such applicants for admission must present statements from superintendents under whose supervision they have taught, testifying to their fitness for such special recognition.

Preferred High School Work. The following high school subjects are urged as prerequisites for successful work in the normal

school in the case of high school graduates: English, 3 years; biology (botany or zoology and physiology), 1 year; physical science (physics or chemistry), 1 year; history (modern or ancient), 1 year. In addition, certain other preliminary subjects are strongly recommended, and are listed in the order of preference: U. S. history and civics, 1 year; algebra, 1 year; geometry, 1 year; language (modern or ancient), 2 years; physiography, 1 semester; drawing, 1 semester; vocal music, 1 year; industrial subjects, 1 year; penmanship ability of 70, Ayres, or of 14, Thorndike scale.

Graduates of the teacher-training department of state high schools will be allowed advance standing if the course completed represents a full year of work in addition to that required for graduation from the high school. Eight term-credits will be granted those who present records showing the completion of such a year of work in a class of only high school graduates or who may have taught a year. Others who complete the course as a fifth year will be allowed six term-credits. No credit is given when such work is carried as a part of the regular high school course.

ADMISSION TO THE UNIVERSITY OF MINNESOTA

Graduates from the advanced courses in the State Normal Schools of Minnesota are admitted without examination to the sophomore year of the State University, and those who complete the regular two-year program for high school graduates are admitted to the junior year of the College of Education and can complete the course for the degree of Bachelor of Arts in Education in two years.

DIPLOMAS AND TEACHERS' CERTIFICATES

The Diploma of the school is valid as a state first class certificate for two years and upon endorsement, after two years of successful teaching experience, for life. This diploma is a legal qualification for teaching in any grade of the elementary schools of the state.

The Special Diploma in Elementary Education, according to a rule of the State Board of Education, qualifies the holder for teaching (1) high school subjects in state graded schools; (2) junior high school departments which shall be understood as covering the 7th, 8th and 9th grades; (3) home economics in state graded schools (\$250 aid). It is understood these teachers will be classified as teachers of high school subjects.

Upon the recommendation of the president of the school, the Commissioner of Education will issue a state certificate of the first class, valid for two years and subject to renewal for a period to be fixed by himself, to those who complete twelve term-units of work

on the two-year program for high school graduates, and to those who complete thirty-six units of the five-year program. No such certificate will be renewed, however, except in the case of those who shall complete a full term (four units) of additional work in the school.

GENERAL INFORMATION

Tuition is free to all students who sign the pledge to teach. Those who do not sign the pledge are required to pay thirty dollars a year. Charges for tuition must be paid in advance and no portion thereof will be refunded.

Washburn Hall and Torrance Hall are homes for young women attending the school and are situated on the campus near the main building. Both are of fireproof construction and are provided with all modern conveniences. Each has its own laundry, kitchen, pantries, dining-rooms and reception rooms. All floors have lavatories and bath rooms. Students have free access to the laundries, which have eight stationary wash tubs, with hot and cold water, clothes driers, irons and ironing tables. All living rooms have hardwood floors, two beds, two rugs, two closets, two chairs, two rockers, a study table, dresser and all necessary bedding. Students are required to provide table and dresser covers, towels and curtains, to care for their own rooms and to take turns in waiting on tables at meals.

It is expected that the rates for the coming year will be twenty-one and twenty-two dollars a month. All payments must be made four weeks in advance. Applications for rooms must be accompanied by a fee of one dollar which amount will be applied on the first monthly payment, but will not be returned if the reservation for the summer session is cancelled after June 1st, or that for the fall term after August 15th. All such applications should be sent direct to the Office of the President.

Those who do not plan to live at one of the halls and whose homes are not in the city, must choose a boarding place with the advice and approval of the school and will avoid embarrassment by not making such arrangements before having such advice and approval.

The opportunities for general culture which the school itself supplies are supplemented by many others incident to life in a city of the size and character of Duluth. Its industrial and commercial life is unique and stimulating, while its religious, social and aesthetic interests are served by numerous agencies. Musical organizations, lecture associations and the Association of College Alumnae have been especially considerate in placing artists' recitals and lecture courses of a high order within the reach of every student.

The Buildings are situated on East Fifth Street, between Twenty-second and Twenty-third avenues, and one block from the Woodland

and East Fourth Street car lines, and may be reached by taking an East Fourth, a Woodland or a Hunters Park car, going east. Students who are not acquainted with the city should call at the president's office on arrival.

The School Physician meets all students at the beginning of each year for the purpose of determining whether their health is such as will justify their undertaking the work of preparing to teach. No one is permitted to proceed with the work of the school without his approval.

Additional Information will be supplied on application to President's Office, State Normal School, Duluth, Minn.

The General Course of Study and Electives

FOR HIGH SCHOOL GRADUATES

Junior Year	Hours	Senior Year	Hours
Arithmetic 1, 2.....	120	History (U. S.) 1, 2.....	120
Drawing	60	Hygiene and Sanitation.....	60
Elementary Science.....	60	Literature	60
Geography 1, 2.....	120	Manual Training.....	60
Grammar 1, 2.....	120	Reading	60
Music	60	Sociology	60
Observation	60	Composition	60
Penmanship	30	Theory of Education.....	60
Psychology 1, 2.....	120	Teaching 1, 2.....	150

Electives

Group One. Kindergarten Theory 1, 2, 3. Technics. Primary Methods. Physical Education 1. These six term-units may be substituted for Arithmetic 2, Geography 2, Grammar 2, Theory of Education, U. S. History 1 or 2 and Manual Training 1.

Group Two. Domestic Art 1, 2, 3, and Domestic Science 1, 2, 3, in place of Arithmetic 2, Elementary Science, Geography 2, Grammar 2, Civics and Manual Training 1.

Group Three. Physical Education 1, 2, 3, in place of three term-units to be designated by the program committee.

Group Four. Music 2, 3, in place of two term-units to be designated by the program committee.

Group Five. Drawing 2, 3, in place of two term-units to be designated by the program committee.

Group Six. Methods for the Lower, Middle or Higher Grades and Rural Schools in place of one term-unit to be designated by the program committee.

A sixty-hour course in Library Science will be offered, should a sufficient number desire it.

The previous training and the special purpose and aptitude of the student will be the controlling factors in arranging for electives. The advice and approval of the committee on program must be had in every instance.

FOR THOSE WHO ARE NOT HIGH SCHOOL GRADUATES

Third Year	Hours	Fifth Year	Hours
Arithmetic 1, 2.....	120	Children's Literature.....	60
Zoology I, II.....	120	Civics	60
English History	60	Cooking	60
Literature I, II.....	120	Hygiene and Sanitation.....	60
Physics I, II, III.....	180	Penmanship	30
U. S. History 1, 2.....	120	Sociology	60
		Teaching 1, 2.....	150
		Advanced Composition.....	60
		Theory of Education.....	60
		Elective*	120
Fourth Year	Hours		
Chemistry I, II, III.....	180		
Grammar 1, 2.....	120		
Literature III, IV.....	120		
Physiology	60		
Psychology 1, 2.....	120		
Sewing	60		
Observation	60		

*The 120 hours of electives will be chosen from those listed on page 12.

The Arabic numerals used in this program indicate that the subjects which they follow are to be taken with classes of high school graduates.

SPECIAL COURSE IN ELEMENTARY EDUCATION

For those Who Have Completed the Two or the Five-Year Program

Hours	Hours
Educational Administration 60	Physiology and Sanitation..... 60
Educational Sociology	Teaching
English Composition..... 60	Elective
Literary Interpretation..... 60	360

Electives 1920-1921

Advanced Algebra	Library Methods
Composition 2	Literature 1, 2
Drawing 2, 3	Manual Training
History 3, 4	Physical Education 2, 3
Home Economics	

COLLEGE CREDITS

The following units of work, selected from the list of both required and elective subjects, are offered as more directly preparatory for advanced credit in a full college course. These subjects may be taken only by those who have completed a full course in an approved high school.

Freshman Year		Sophomore Year	
English	Semester Hours	Education	Semester Hours
English Composition 1, 2.....	6	Theory	3
Literature 1.....	3	History	3
French or Latin.....	9	English	
History 1, 2, 3.....	9	Literature 2.....	3
Mathematics		Expression	3
Advanced Algebra	3	History	4
Trigonometry	3	French or Latin.....	9
Analytical Geometry	3	Science	
Psychology 1, 2.....	6	Hygiene and Sanitation.....	3
Science		Physiology	3
Chemistry 1, 2, 3.....	9	Social Sciences	
		Civics	3
		Economics	3
		Sociology	3

Descriptive Outline of the Work

DRAWING

"The highest aim of art is to make some useful thing beautiful."

—Kenyon Cox.

The general aim in the following courses is to develop in the student an understanding and appreciation of the elements of beauty, and to show how the principles of beauty may be applied to every day life.

1.—Much stress is laid on order, neatness, accuracy and freedom of expression. The fundamental principles of design are studied and applied to lettering, posters, portfolios, landscapes and illustrations. Color is studied theoretically and practically through the use of many mediums. Sketches are made from nature, still life and pose, in pencil, charcoal, pastel and water color. The pose drawings are used as the foundation for problems in costume design. The principles of perspective are studied and interior and exterior sketches made in connection with the study of home decoration. Illustrations of songs, games and stories are made after a careful study of composition. One day each week is given to an illustrated lecture on art history and historic ornament, including Egyptian, Grecian, Roman, Early Christian, Italian, Dutch, Flemish, German, Spanish, French, English and American art. This course aims to prepare students to teach drawing in the grades. Illustrated note books are kept.

2.—This course is for the student who wishes to devote more time to the several phases of work indicated in Drawing 1. It will lead to the development of greater technical ability and to a higher appreciation in the field of art. The term's work will include a special study of some topic in art history to be reported in a term paper.

3.—A part of the work in this course consists in outlining a brief course in drawing for the grades. When the ability of the class justifies it, some time will be given to the study of art as applied to the home and costume. Some advanced problems in design, charcoal and water color studies will be introduced.

EDUCATION

Since the art of teaching in elementary education has to do (1) with the community and the patrons of the school, (2) with the management of the school, (3) with the pupils in their school relations and (4) with the uses of the course of study, the courses in education are arranged and taught so as to prepare teachers for this fourfold service.

In general the courses of the junior year are introductory, setting and arranging problems in elementary education, while those of the senior year are intended to furnish practical and theoretical aids for the solution of those problems. Accordingly the more general and untechnical courses, such as the conditions of learning, school room observation, elements of sociology, etc., are as far as possible presented first, and the applied and technical courses, consisting of practice teaching and the theory of education complete the work in education.

Observation.—This course will be taken during the term preceding that in which practice teaching is done. It includes three lines of work. First, there are three periods of observation each week throughout the term, giving an opportunity to become familiar with the regular work of a graded school as conducted by the Training Department and to observe model lessons taught by the training teachers. The student makes at least two reports each week on observations of the model lesson and meets the training teachers for conference once a week. Second, two class-periods a week are devoted in part to school economy and in part to the psychology of the common branches. In these periods liberal use is made of the subjects observed in the model lessons. Third, during the last month of the course the student writes at least one lesson plan a week, based upon observed model lessons and assigned reading, and also performs assigned duties in the department. A lesson plan is accepted in lieu of a written report on the observation of a model lesson.

Theory of Education.—This course is given in the senior year. Its object is to encourage and train students to discover and formulate on their own account principles of teaching and laws of learning, and to develop and cultivate a general point of view toward methods, policies and aims in elementary education.

The subject matter is derived largely from the work of the preceding courses, but this may be supplemented as occasion requires by suitable material found in special texts, educational periodicals and monographs.

The student is stimulated to treat the material, from whatever source, in an active, critical and constructive way in order that its practical benefits to the problems of teaching and of learning may be more apparent and susceptible of ready application. Some acquaintance is made with the uses of the generally accepted class room measurements.

The Training Department and Teaching.—The Training Department includes eight grades and a kindergarten. The work corresponds very closely with that done in the public schools of the State, includes manual training and home economics, and qualifies those who complete it to enter the first year of high school.

The purposes of the school are (1) to maintain, as far as possible ideal school conditions to serve as models for the prospective teacher, and (2) to provide an opportunity for the student teachers to develop their natural and acquired abilities for practical service in our public schools under able guidance.

All members of the Senior Class who are assigned to the Training Department for teaching are later assigned to a supervising teacher in the Duluth schools for cadet work. This arrangement has been very beneficial to the students and promises yet greater benefits.

ENGLISH

The general aim of the work in English is to develop the student through appreciative study of the best authors, intelligent reading in connection with other subjects, and careful observation everywhere, so that he may learn how to express himself in refined, accurate, clear English. The other departments are expected to cooperate with the English department in the endeavor to make every school exercise an opportunity to teach good English by example, criticism and practice.

Children's Literature.—This course aims to acquaint the student with the available material on the subject, and by so doing to disclose to him the wealth of thought and fancy preserved in print for the child's instruction and enjoyment; to enable the student to discriminate in making selections, by teaching him how to examine a book, and how to apply tests to determine its merit. The practice in reading and in story telling is followed by criticism given by the class as well as by the instructor. Both verse and prose are used, the material dealing with festivals, special days, family life, play, animals, nature, patriotism, humor, fairy tales, fables, myths, legends, parables, life's teachings, historical incidents, adventure, travel, biography, miscellaneous subjects. As much outside reading as possible is required and is freely discussed in class for the purpose of developing greater discrimination. A note book, often illustrated, is carefully prepared to serve as a resume of material gathered and as an outline for future reference.

Composition 1.—An advanced course in composition in which punctuation, letter-writing and the principles of composition and rhetoric are briefly reviewed, and exposition, description and narration carefully studied. Famous short stories are assigned as outside reading. The purpose of the work is to gain free, natural, ready oral expression and some appreciation of the finer things in everyday life.

Composition 2.—This course presupposes Composition 1 or its equivalent. The aim of the course is to put to wider use the principles studied in Course 1. The proper form of briefs, reports and special articles is emphasized and illustrated through assignments in practical topics of local interest, industrial, civic, and social.

Especial attention is given to the gathering of material for a report, its proper arrangement and presentation. Freedom of expression is encouraged. Models of English are studied with a view to assisting the pupil in the development of a literary judgment as well as to inspire him with an ambition to speak and write effectively.

Expression.—The aim of this course is to develop concentration, imagination and continuity of thought in the student, to develop the student's love and appreciation of literature, and to make these the vital basis of the art of reading. Proper breath control and vocal exercises are taught to develop and improve the voice. Voice modulation is also studied. The greatest emphasis, however, is placed on the correct interpretation of the printed page through the co-ordination of mind, voice, and body. A part of the time will be devoted to a study and presentation of some of the simpler dramatic masterpieces.

Grammar 1.—The usages of modern English grammar are taught in their relation to the history of the language. As grammar is only one phase of a great subject, and cannot properly be separated from literature and composition, and as English is a necessary tool in connection with other subjects, the illustrations used in the class room are made as practical and as varied as possible. After the elements of the sentence and all the parts of speech have been reviewed rapidly, comes a careful study of nouns, pronouns, adjectives, adverbs, prepositions, interjections, conjunctions. Each of these is considered under use, meaning, and form.

2.—A continuation of 1. More difficult exercise in analysis and parsing are given. Verbs are taken up in detail, with emphasis placed upon the meaning of the conjugation. Careful attention is given to the uses of the infinitive, to distinguishing the four kinds of verbals in *ing* and to auxiliary verbs—especially to *shall* and *will*. The practical problems that arise in teaching language in all the grades are continually kept in mind and are frequently discussed, methods being suggested and recorded. A text book is made by the students from the daily notes, which are supervised by the teacher and planned with a view to their permanent form. Careless written work is not accepted. Each individual is encouraged to self-correction of common errors, and it is expected that each, gaining some appreciation of the beauty and the power of good English, will feel a personal responsibility for helping to maintain a high standard of spoken English outside of the class room as well as in it.

Literature 1.—This is a general survey of English literature to the end of the nineteenth century. The subject is considered under the headings: I, The Period of Preparation. II, The Renaissance in England. III, The Period of French Influence. IV, The Modern English Period. Outside reading and class discussion will have an important place in the work. Selected masterpieces in both poetry

and prose will be studied in detail. The aim of the course is to give the student some realization of the relation which literature bears to the history and development of a nation; to arouse in him an appreciation of literary form; and to increase his power of enjoyment and appreciation.

2.—A continuation of Literature 1.

Reading.—The aim is to lead the pupil by natural steps to express the thoughts of others as well as his own simply, naturally, and effectively, to think of reading as thought getting and thought sharing, and to lay the foundation for a discriminating appreciation of good literature. The fundamental principles of reading are applied to the selections studied in the class room.

A thorough drill is given in phonics. The correct mould for all elementary sounds is taught and the pupils are drilled daily on articulation and pronunciation. Faulty enunciation due to physical defects or habitual carelessness is discussed, together with the means of correcting such irregularities. Difficulties experienced by those accustomed to a foreign tongue are also considered as well as the means to correct those difficulties.

A considerable portion of the time is given to study of the principal methods of teaching reading in the grades. These are compared with a view to determining their special merits as well as their special adaptability to certain types of children. In connection with the work the members of the class observe work in reading in the Training Department of the school and also in the city schools. This work in observation is followed by class room discussion. Reports are also given by members of the class who have taught, as to their personal experience with the different types of presentation, the method itself being clearly outlined, its working out explained, and the deduction drawn as to its advantages or disadvantages. The special aim of this phase of the work is to develop intelligent handling of the different methods of teaching reading.

HISTORY, CIVICS, ECONOMICS AND SOCIOLOGY

In all the work of this department, it is part of the purpose to acquaint the student with the literature and other material especially suited to pupils in the various grades of the elementary and grammar schools, as well as with the more advanced literature which he himself should use. To accomplish this, constant use is made of the library, which is well equipped to serve both purposes. A broad and accurate knowledge of historical facts is regarded as a prerequisite to the correct interpretation and teaching of history and kindred subjects. History is not however regarded merely as an "information subject" but rather as something to be thought over. The great pur-

pose of the work is the acquisition of the power to interpret facts,—to think. The method employed is to accompany the acquisition of historical facts by an investigation into their interrelation, their cause and effect, their unity and their significance and by the discovery and solution of historical problems. Premature generalizations from hasty observation and from half understood facts are discouraged. Considerable attention is given to teaching the student how to study effectively and to eradicating the notion that the study of history consists merely in memorizing facts of an historical character. The student is trained to analyze, to find relations and to classify and organize historical data. He is shown that the study of history is not only made much easier but also much more intelligible through the use of the reason. Special attention is given to the growth of political ideas and to the contributions made to civilization by different peoples. Effort is made to show the development of political institutions and civilization as an evolutionary process. The close relationship between history and geography is emphasized. Geography accounts for much that happens and has happened; it makes history intelligible. The fact that history is so largely conditioned by geographical environment justifies the large amount of consideration given to geographical conditions and influences. In this connection, much use is made of outline maps. The department is also well equipped with wall maps, historical charts and globe. The student in most courses is required to keep a note book and at times to make reports, written or oral, upon special topics.

The practical problems that arise in the teaching of history and civics in the grades are continually kept in mind and are discussed whenever occasion offers. An attempt is also made to acquaint the student with the more important professional literature dealing with the teaching of these subjects.

Civics.—The course begins with a study of the general principles underlying the organization of society and the State and of the various forms and types of government. This is followed by an analysis of the structure and functions of the government of the United States, of the State of Minnesota, and of a county, town, village and city of Minnesota. Consideration is also given to such contemporary political problems as minority representation, initiative, referendum and recall, government by commission, administrative centralization and responsibility, taxation and the budget system, civil service, party primaries and the methods of nominating candidates for public offices, the short ballot, public opinion as a political force, growth of governmental functions and activities, governmental control of industries and commerce, the parliamentary versus the presidential type of government, the League of Nations and the problem of Americanization. American governmental ideals and the rights and duties of the citizen in a republic are carefully studied.

The student is expected to watch the newspapers and is held responsible for current comment on questions connected with the work of the course.

English History.—The general development of the English people and government is studied and an attempt is made to show the relation existing between the history and constitutional development of England and the United States. Special attention therefore is given to the development of the English judicial system; to the origin, organization and growth of the power of parliament in legislative matters; to the Revolution of 1688, the rise of the cabinet and its control in matters of administration; to the political reforms of the 19th century and the rapid growth of democracy.

History of the United States. 1.—A course dealing with the beginnings of our national existence from the discovery of America to the end of the War of 1912. It begins with a survey of the political, economic, social, intellectual and religious conditions in Europe in the fifteenth century, and an inquiry into the ideas and events leading up to the discovery of America. It includes a study of the conditions affecting colonization, the period of discovery and settlement, the rivalry of the French and English, the growth of the spirit of independence and cooperation in the colonies, the Revolutionary War, the creation of a National government, domestic problems and their solution, foreign controversies and the War of 1812.

2.—A study of our political, constitutional, economic and social development from the War of 1912 to the present day. Among the more prominent topics for discussion are the national awakening, the development of the West, the growth of democracy, secession and nullification movements, the struggle over slavery, Civil War and Reconstruction, the rise of new economic, social and political conditions and problems, the question of expansion, the World War and America's larger participation in international affairs.

In the study of economic and social problems, an attempt is made to set forth the fundamental principles of economics without which they cannot be understood. This is the method of attack in such questions as the high tariff, currency, coinage, regulation of railroads, trusts, immigration, labor organizations, conflicts between labor and capital, panics and high prices.

3.—**Economic History of the United States.** The course is planned not only to give a history of agriculture, industry and commerce, of slavery and free labor, of money and banking, of the public land policy and the westward movement, of internal improvements and of our tariff policy but also to show the close relation that economic history bears to the political history of the United States. Special attention therefore is given to the politico-economic questions before the public at the present time. It aims to make a practical application of the principles of economics to the problems of inter-

national trade and protection, ocean marine, immigration, labor organizations, control of trusts, regulation of railroads, money and banking, conservation, taxation, public ownership and socialism. Newspapers and periodicals are used and the reading, clipping, filing and reporting upon present day problems form an interesting and profitable part of the course.

Principles of Economics.—The aim of the course is to develop and formulate the more fundamental economic principles in such a way that they may become clearly and firmly fixed in the student's mind. The course concerns itself with principles rather than with their application in the belief that the solution of economic problems is impossible without a thorough grounding in fundamental principles. It deals especially with the meaning and forms of wealth; the meaning of value and its measurement, the laws of supply and demand and the effects of competition and monopoly; labor, land, capital and enterprise, the factors in the production of wealth, and its distribution between wages, rent, interest and profits; the problems of exchange, including the nature and value of money, credit and banking and credit and currency; international trade and tariffs; transportation, and the relation of the state to industry.

Recent European History.—The course begins with the reconstruction of Europe in 1815 following the great Napoleonic wars and continues the history of Europe to the present time, especial attention being given to England. The ideas of social and political equality, bequeathed by the French Revolution, the struggles for national unity and the development of democracy are carefully followed. Economic and social factors and their effects on national policies are given large consideration. The Congress of Vienna, Metternich and the period of reaction, nationalism and democracy, industrialism and socialism, political and social reforms in England, the unification of Italy and Germany, the fall of Napoleon III and the rise of the French Republic, the industrial, social and political evolution of Russia, the disruption of the Ottoman Empire and the rise of the Balkan States, the expansion of Europe into Asia and Africa, the Great War and the work of the Peace Conference at Paris are among the more important matters which are considered. Newspapers and periodicals are used in the study of the world problems and movements of to-day. Reading, clipping, filing and reporting upon these current events form an interesting and valuable feature of the course.

Sociology.—This course is limited to a consideration of the problems of society, a knowledge of which should prove of the greatest practical value to teachers. It begins with an examination into the origin and nature of human association and rests upon the generally accepted view that the various social institutions are the result of a long and slow process of evolution. This view constitutes the basis for the more detailed consideration given to contemporary social

problems, especially those which relate to the family, the school, government in its various phases, and to society in the sense generally meant when we speak of "social welfare."

HOME ECONOMICS

The special aim of this work is to meet the frequent demands for teachers who can combine a limited amount of instruction in elementary home economics with their regular work as teachers in the grades. A year of chemistry and a semester of physiology are prerequisites.

Domestic Art. 1.—The work of this term includes a study of textile fibers in respect to their sources and importance and with reference to microscopic and chemical tests as well as the simpler tests that can be made in the home. A study of weave, finish and adulteration of fabrics is made from the standpoint of use, desirability and economy. Some time is given to processes used in removal of stains and the best methods of cleansing fabrics. The sewing includes a study of stitches commonly used in personal and household sewing. A clothing budget is kept through courses 1, 2 and 3.

Domestic Art. 2.—Hygiene of clothing and the economic selection and buying of material is considered in the second term's work. The principles and stitches given in the first term's work are applied in the making of simple undergarments from commercial patterns.

Domestic Art. 3.—A study is made of alterations of commercial patterns and drafting of simple patterns for outer garments and these principles are applied in the cutting and making of a waist, skirt and dress with special emphasis on the suitability of color and design. Opportunity is given for instruction in repairing and remodeling garments.

Domestic Science 1.—Household management is studied from the standpoint of hygiene, comfort, efficiency, economy and aesthetics. A study is made of location, construction, lighting, heating, ventilation, water supply, waste disposal, care and cleaning of a house, use of labor saving devices, decoration and furnishing. The work also includes a study of the household budget and proper division of income.

Domestic Science 2.—In course 2 the composition, digestibility and nutritive value of the different foods is studied, together with the principles of cookery for each type, with practical work in preparation and cooking of these typical foods.

Domestic Science 3.—The preparation and serving of meals is emphasized with special regard to dietetic requirements and cost of food. Time is given to the preparation of school lunches, also to infant feeding and invalid cookery so that this work may function in both school and home.

KINDERGARTEN

The growing demand for kindergartners who are at the same time prepared for work in the lower grades, and for lower grade teachers who have had considerable training in kindergarten work has necessitated closer cooperation between these two departments of the elementary school. All students of the kindergarten course spend at least three months in the lower grades and devote one term to lower grade methods. Only those persons who have completed the standard high school course and are able to play the piano and sing reasonably well are eligible for the course.

Kindergarten Theory 1, 2, 3.—The year's work in kindergarten theory consists mainly of the study of child life during the first seven or eight years and of the culture materials which will meet the needs of the growing child in the best way in these years. Some of Froebel's works are studied for suggestions in the selection of materials embodying social values in relation to the interests and needs of the child of four to five years of age. Some study is made of universal child playthings in connection with class experimentation for the sake of exemplifying the principles underlying the kindergarten methods. Some time is given to the study of rhythm, marches, folk dancing and games and an attempt is made to develop some skill in practicing and teaching them. The work with children's stories develops an appreciation of the importance of story telling as an educational factor. This requires a knowledge of the best stories for young children with opportunities for oral telling to both children and adults and the development of the power to make suitable adaptations to children's needs.

Technics.—This course is intended to give a general survey of the history and the present problems of the kindergarten. It seeks to make use of the best educational principles in determining the character of the kindergarten programs and in making a critical study of typical programs. Planning programs for parents' and mothers' meetings and making lists of the supplies and equipment suitable for the kindergarten are important features of the work.

Primary Methods and Physical Education will be given as outlined in the sections devoted to those special subjects.

Teaching 1, 2, 3.—All students in this course will have two terms of teaching in the kindergarten and one in the lower grades. They will have opportunity to participate in every phase of kindergarten procedure, assuming the responsibility of directing the circle talks, rhythm work, marches, games, stories, hand-work, excursions and special celebrations, thus learning how to make appropriate use of the instinctive activities of children. Conferences are held for the discussion of the teaching problems and for a critical study of the kindergarten program.

LIBRARY SCIENCE

It is not the purpose of this course to train teacher-librarians. It is planned (1) to give students a working knowledge of library methods and library guides and (2) to acquaint them with the best books in the field of children's literature. It includes a study of the physical make-up, the care and mending of books, their classification and arrangement; the use of periodical, poetry and short-story indexes; the use of dictionaries, encyclopedias, atlases and hand-books; the use of the simpler government documents, such as the bulletins of the Bureau of Education and the Department of Agriculture; the selection and some study of children's literature.

MANUAL TRAINING

"Industry means doing things; art means doing them particularly well."

The work of this course includes the application of the fundamental principles of design to materials of various kinds. Many problems are given in cardboard construction, as box making, the construction of toy furniture, theaters, etc. Basketry is studied and various weaves and stitches are learned, then applied in the use of such material as reed, raffia, Japanese matting, pine needles and corn husks. Practical experience in weaving is obtained through the making of looms and weaving of rugs, caps, bags, etc. Some simple problems in book binding are given and the end paper in the books is decorated with an appropriate wood block design. A greater appreciation of pottery is gained through the use of clay; pendants are made from a permanent modeling clay, and richly decorated with color. Stencils are made and the pattern applied to oilcloth, burlap, or crash. Many inexpensive articles in glass, wood or tin are made attractive through the use of enamel. This course also includes the care and use of the common wood working tools and the making of a book rack or other simple object in wood. An illustrated note book is kept.

MATHEMATICS

Arithmetic 1.—The fundamental arithmetical processes are studied in their logical relations, generalized for common practice, drilled upon as needed, and discussed as to grade-school presentation and use. The work of the term includes numeration and notation, with a little of their history, addition, subtraction, multiplication, and division of integers, fractions and decimals. Wise methods of problem attack, good page arrangement, and precision of statement are developed, then required. Some additional topics, as square root, longitude and time, and the denominate numbers are used as the basis for

this problem work, and the fundamental problems of percentage are introduced as special cases under decimals.

2.—The applications of arithmetic to modern business, mensuration of plane figures and the five fundamental solids, occupy nine weeks or more. Serious effort is made to keep the commercial work actual but not technical, and to require the accuracy that the business world expects. The work in mensuration is training in visualizing, judgment and reasoning, not in memorizing formulas. Reports on required reading, covering methods that have been historically important, the work of the great teachers in this field, current questions about aims and changing emphasis, and recent tests and their value, give some background for judgment and acquaintance with helpful authorities.

Higher Algebra.—The course includes: functions and their graphs, quadratic equations, inequalities, complex numbers, permutations and combinations, determinants, theory of equations, undetermined coefficients, involving the use of finite series and partial fractions.

Trigonometry.—An introduction to the theory and use of logarithms, the study of the trigonometric functions, relations between the functions, functions of various angles, solution of trigonometric equations and of numerical equations of the second and third degree, circular measure, and the solution of triangles.

Analytical Geometry.—This course in Analytics, "the main object of which is the study of geometric properties by algebraic methods," deals with coordinate systems, loci and their equations, the straight line, the circle, the parabola, the ellipse, the hyperbola, and the general equation of the second degree.

MUSIC

The courses in public school music aim to develop a greater appreciation, to acquaint students with the function of music in the schools, with modern, effective methods of presenting the subject, and to give more skill in sight reading.

1.—Individual, group and ensemble work in simple sight reading is done. An effort is made to establish the habitual use of a light musical tone, good enunciation and correct phrasing. The work in theory finds practical application in sight reading. Appropriate methods of presenting music in the grades and suitable material for presentation are considered. Attention is given to the child and adult voice and to the orchestra.

Special modifications, both as regards subject matter and methods, are made for the several classes of teachers, particularly those electing work in the kindergarten and the primary departments.

Students who contemplate taking kindergarten training must be able to sing simple songs and read easy piano accompaniments at sight.

2.—An elective course open to seniors who have taken the required course. It calls for a more extended and detailed consideration of material and methods for the upper grades and high schools. It includes advanced sight reading, chorus conducting, orchestral music in public schools, advanced theory and elementary harmony.

3.—The work undertaken in this course is a continuation of 2 and calls for a study of musical appreciation gained through a wider acquaintance with good music; the use of the phonograph; the history of music, including some knowledge of composers and their works, emphasizing the development of music from the time of Bach to the present day. It requires also some study and analysis of simple musical forms.

Chorus.—One-half hour period per week is required of all students. This aids in greater appreciation, familiarizes with much good music and gives experience in part singing.

Glee Club.—The Glee Club furnishes recreation and additional training for students who are interested in music. The club assists at the various school functions.

PENMANSHIP

Penmanship is now a required subject for all students and all written work which is at all formal must be executed with special care in respect to form and legibility. Students are required to write acceptably with pen and on blackboard before they are permitted to undertake teaching. The course requires muscular movement writing.

Blackboard writing and observation of model lessons by the teacher of penmanship in each grade in the training department and some teaching by each student in the grade she expects to teach, are required. This teaching is criticised by students and teacher and helpful suggestions are made concerning methods and teaching devices.

PHYSICAL EDUCATION

The aim of the work is (1) to improve the general health, muscular response and posture of the student; (2) to foster in the student the desire for organized active play; (3) to develop a sense of rhythm and dramatic expression; (4) to provide the student with material for teaching folk dances and games in the schoolroom and on the playground.

At the beginning of the year each student is examined by the school physician and the physical director. In case of physical in-

ability the student is advised to leave school, while students in need of corrective work are assigned to regular classes.

The regulation uniform consists of a white middie blouse and black tie, black bloomers, and tennis or ballet shoes.

A recreational course, with classes meeting twice a week for one year, is given to all students. This course consists of elementary marching tactics, Swedish gymnastics, folk dances and playground games.

Seniors who do not avail themselves of elective courses in any other subject may elect three terms of special work in Physical Education. The character of the course is indicated by the outline given below.

Term I.—The lectures of this term will deal with problems in first aid, personal hygiene, and Thanksgiving program work. In **dancing** the folk dances and English country dances taken up in the recreational course will be reviewed; Indian dances will be studied. **The athletics** will be carried on as far as possible out of doors and will consist of a continuation of the group games used in the recreational course, and also out door basket ball and hiking.

Term II.—The lectures in the second term are on the Swedish system of gymnastics, giving the characteristic exercises and their commands, and also certain corrective exercises for faulty posture. Four lectures in this term are given on festival work, dealing specifically with the Christmas program, costuming and stage setting. In **dancing** the more difficult English country dances, the heavier folk dances, and a few interpretive dances, are taught. The playing and coaching of basket ball and volley ball will be taken up thoroughly during this term. Practice teaching will be required of each student in Swedish gymnastics and group games.

Term III.—The lectures in this term will be on normal diagnosis and physical examination, spring festival material, and suitable material for teaching Physical Education in the eight grades. The **dancing** of this term will be largely original, a pantomimic dance made up by each student, while the class as a whole will develop the dances to be used in the May festival given every year by the school. Swimming and baseball are the sports taken up during the last term. Practice teaching in the simple rhythms and folk dances is required of each student.

Basket ball, volley ball, indoor baseball, and swimming are open to all students.

PSYCHOLOGY

1.—This course includes a study of the principles and laws of mind that contribute to the solution and control of school problems. These laws and principles are derived from four interrelated factors

involved in the pupil's behavior:—**stimuli, mechanism and capacities, responses and results.** Stimuli as they affect the pupil are conceived and described as the activities of the teacher and of the pupil-group, the course of study and the physical conditions of school and climate. The mechanisms and capacities of the pupil are listed and described as receptive, central or associative, motor or reactive, apperceptive, imaginative, recognitive, inhibitive, etc. The pupil's responses are viewed as resultants of the component operations of stimuli and capacities. Here are considered perceiving, imaging, recognizing, judging, willing and the forms of expression including the social responses. Finally, results are classified and studied as habits, personal, moral, social, vocational; skill as involved in the common arts; ability to control self, others and things; intelligence, knowledge and culture.

2.—This course is a continuation of Course 1. It considers the growth and development of the mind in its relationship to the laws of child behavior that are chiefly dominant during the school age. The chief laws of habit, of learning, and of punishment are used as the foundation for the discussions. Such topics as the relation between structure and function; growth and development; stages of development as marked by native behavior, by interests, by powers of discrimination, by the attitudes of attention, of emotion and of sentiment as marked by native behavior, by interests, by powers of dis-strength and complexity of the higher thought processes will be considered. Reports of personal observation on a specific form of child behavior, and oral and written reports on assigned topics are required. Original investigations in child life as found in special texts, periodicals and monographs are studied and discussed in class. A term paper is required.

SCIENCE

The conclusions of modern science are applied extensively in a great variety of human experiences, and the scientific way of doing things is considered the most trustworthy method of work. It is, therefore, the general purpose of the science work to give students a practical, usable fund of knowledge about common things, and to develop correct habits of thinking about facts and phenomena in the field of science. The work consists largely of problems the solution of which necessitates the training of both eye and hand and the co-ordination of observations of which a permanent record must be made. It is an essential part of the teaching to relate the knowledge obtained through problem-working to the students' experience and its useful application. The following outlines of subject matter for the several sciences do not indicate the order of presenting material or the content of the courses entirely, but are suggestive of the scope and nature of the work.

Chemistry.—This course attempts to introduce the application of chemistry to practical affairs as early in the year's work as possible and to present only such portions of theoretical chemistry as are thought necessary to an understanding of their application.

I.—The term is given to theoretical work and its subject matter is in part suggested by these topics: subject matter of chemistry, some types of chemical changes, elements, compounds, chemical notation, atomic theory, law of definite proportions; combustion and heat, fuels, light and illuminants, acids, salts, alkalies and bases.

II.—The important divisions of the subject considered in this term are: tarnishes, rust, hard water, organic radicals, esters and fats, saponification, commercial soaps, solution and emulsification of fats and the cleaning of fabrics, the general composition of foods, carbohydrates, fats, proteins, function and digestion of food, dietetics.

III.—This term is given to a study of: foods of vegetable origin, foods of animal origin, textile fibers of vegetable and animal origin, bleaching, blueing and dyeing. The work is completed by special reports and demonstration experiments by individuals or groups of students and relating mostly to sanitary chemistry.

Elementary Science.—The course is expected to stimulate an interest in nature and to supply the students with the knowledge about common things necessary to teach nature study in the grades. It should help them also to make use of such information in teaching other subjects. The subject matter is organized and taught with reference to the interests of children rather than those of the student teacher. The preparation of the teacher includes a consideration of aims in elementary science, the collection and use of materials, presentation of lessons and course of study.

The materials from which lessons and problems are drawn consist of birds, trees, insects, fishes, mammals, wild and cultivated plants, weather, rock, soil, bacteria, yeast, mold and elementary hygiene topics for the upper grades.

Geography.—The two terms course in geography represents an attempt to unify and coordinate the different phases of geography upon a basis of the cause and effect relationship of geographical facts, and to present these facts in such a way as to require independent thinking on the part of the student, and to leave him with an understanding of some of the principles underlying an interpretation of geographical facts. Another idea that indicates an emphasis in teaching is the belief that one of "the objects in teaching geography is to help in producing an enlightened citizenship" upon which the conservation of our national resources and other sound economic practices must rest.

Geography 1.—All rational work in general geography is founded on physiography. It is physiographic conditions that most frequently

determine the location of industries, the development of transportation routes, and the situation of cities. This fact has determined to a considerable extent the organization of the first term's work. However, physiography has been emphasized when it is clear that physiographic conditions have a real bearing in determining man's relations to the earth. A suggestion of the subject matter may be obtained from the following topics: earth relations, relief features, nature and functions of the atmosphere, climatic factors, storms and weather forecasting, types of climate, material of the land and its uses, modification of land surfaces by internal and external agencies, uses and problems of inland waters, mountains and plateaus in their relation to life, plains and their relation to life, coast lines and harbors.

Geography 2.—The principles of general geography worked out in connection with the studies in term one are applied in detail in a study of the United States. This will include what is sometimes differentiated into economic, commercial, political, and historical geography. Other countries are not considered with the same detail as the United States. Foreign lands illustrate the same general ideas under slightly different conditions, and are understood by an application of the principles worked out in the study of the United States. For this reason these countries are studied so far as time permits, by a comparison with the United States. Some time is given, at the close of the academic work, to the problems of selection of subject matter, its organization and presentation for geography in the grades.

Hygiene and Sanitation.—"Public health is the foundation on which reposes the happiness of the people and the power of a country."—Disraeli.

This course is devoted mainly to a consideration of matters pertaining to the teacher's health, the hygiene of the school child, child development and school sanitation.

Prospective teachers are instructed as to the need and value of health work, and the teacher's responsibility and share in it. Particular consideration is given to some of the special problems the teacher will meet in attempting to carry out a program of school health work. Detailed consideration is given such subjects as the teacher's own health, cooperation on the part of the teacher with general health administration, methods and importance of health grading of school children, the important facts with reference to those transmissible diseases that concern the school; the aims, subject matter, and methods of hygiene instruction in the grades, and the practice of hygiene and sanitation in school house-keeping.

Physics.—Two periods of 120 minutes each are given to laboratory work each week. Three periods of 45 minutes each are devoted to a study of the text supplemented by a discussion of the laboratory work and its bearings upon the principles of the subject. Experi-

ments are written up in systematic form by each student and submitted for approval. If not satisfactory these notes are returned for correction.

I.—The metric system and experiments in mechanics and heat are considered. The subject-matter is the same as that found under these headings in practically all standard manuals and text-books.

II.—Magnetism, electricity and sound receive special attention. Some of the more complex experiments in electricity are omitted and instead the work in sound is extended. The principles of the latter are applied to musical instruments in an effort to give a good understanding and perhaps a better appreciation of modern music.

III.—The first half of the term is given over to a study of light. The mechanism of the eye is considered in detail. A deviation from the standard course in physics is made in the last half of the term. The physics of domestic science is developed. Many of the problems in cookery can be solved easily if one knows how to apply some of the fundamental principles of physics.

Physiology.—The structure and function of the higher animals is approached through a study of a few simple forms such as the amoeba, paramecium and hydra. This is followed by a rather detailed study of the frog with reference to anatomy, histology, embryology, and physiology. A few invertebrate and vertebrate animals are compared with the frog with respect to certain resemblances and differences, and the whole related to human physiology. The course comprises such subjects in human physiology as alimentation and digestion, nutrition, circulation of blood, respiration and breathing, excretion, muscular activity, the nervous system, sense organs and sensations.

Zoology.—The problem of zoology, which this work never loses sight of, is to make it possible for the students to appreciate something of both the beneficial and injurious effects of animal life upon human life, to help them to determine what may be done by man in relation to this fact for his own and the community's benefit. The work begins in the fall with a study of birds and insects and is for the most part field work. The bird study includes identification, migration habits, investigation of feeding habits of certain species, estimating, economic importance, nesting habits and bird census, causes of bird destruction, a study of what is being done and what may yet be done for bird protection. Students work out an answer to the question: "What is an insect?" They become acquainted with the characteristics of certain orders of insects and their adaptations and study several life histories. By a study of species as types, students approach the problems of the relation of insects to plants, to other animals, to disease, to the household and special problems of insect control.

II.—Briefly stated, the second term continues the use of the point of view stated above with reference to crustacea, fish, amphibians, reptiles and mammals, including at least two or more domestic animals as types. Some of the biological laws and principles considered are: geometric increase, struggle to live, variation, selection, survival of the best adapted, parasitism and degeneration, heredity, genetics and eugenics.

GENERAL REQUIREMENTS

Spelling.—While spelling is not a designated part of the course of study it is involved in all written work and all such work will be scrutinized with special care in that respect.

The English Language, as the medium of instruction, requires constant attention, not only on the part of the special teacher of the subject but of the teachers of all other subjects. There is systematic cooperation between the different departments to the end that a desirable standard may be attained. This is an important part of the work of each member of the faculty. Any student whose use of English is not such as to warrant the recommendation of the faculty will not be admitted to the work of the Training Department.

The Number of Subjects a student may carry in any term shall not exceed four and may be made smaller in special instances. It is the rule of the school that a full term of attendance is necessary to the completion of a full term of work.

SOCIAL ACTIVITIES

September 5, 1919.—“House warming” in the gymnasium.

September 19, 1919.—Faculty Reception to all students of the Normal Department.

October 4, 1919.—The Junior Class entertained by members of the Faculty at a buffet luncheon.

November 1, 1919.—Senior Hallowe'en Party in honor of the Juniors.

December 20, 1919.—Christmas play, “My Lady's Yule-tide,” and a reception for alumnae, members of the school, and their friends.

January 17, 1920.—Junior Frolic.

January 23, 1920.—Senior Skating Party.

February 20, 1920.—Dinner given by the Torrance Hall Association in honor of the Faculty.

- March 19, 1920.—Members of the Glee Club hostesses at a St. Patrick's Day Tea.
- March 19, 1920.—A St. Patrick's Day Supper given by the girls of the Ninth Grade in honor of the boys and members of the Faculty.
- March 26, 1920.—Freshman Easter Party for Sophomores and Third Year Students.
- April 9, 1920.—A Masquerade—Senior Party for the School.
- April 30 and May 1, 1920—Annual May Party.
- May 28, 1920.—Annual Junior-Senior Banquet.

SPECIAL CLASS PROGRAMS

- October 25, 1919.—A play, "Pocahontas," by members of the Senior Class.
- November 14, 1919.—A Round-up of the Junior Class.
- November 23, 1919.—A Pilgrim Play, presented and written by pupils of the sixth grade.
- December 12, 1919.—"The Christmas Guest," Sophomore play.
- January 17, 1920.—Moving Pictures, by the Freshmen.
- February 18, 1920.—Scenes in honor of Lincoln's Birthday, ninth grade.
- February 27, 1920.—Scenes from Midsummer Night's Dream, by the Third Year Class.
- March 19, 1920.—Vaudeville Performance of Seniors.
- April 3, 1920.—A Fantasy in one act, "Three Pills in a Bottle," by members of the Junior Class.

Names of Students Enrolled 1919-1920

SPECIAL COURSE IN ELEMENTARY EDUCATION

Belanger, Blandine	Duluth
Belanger, Melanie	Duluth
Belden, Mrs. Mary F.	Duluth

SENIOR YEAR

Ahl, Mildred.....	North Branch	Ericson, Dorothy D.....	Duluth
Aho, Tina.....	Chisholm	Everts, Ruth.....	Ashland, Wis.
Akerman, Ethel.....	Duluth	Ferguson, Grace L.....	Carlton
Allain, Pearl.....	Duluth	Gage, Leslie	Duluth
Alward, Marie.....	Garden City	Gordon, Gladys.....	Nashwauk
Ames, Marjorie.....	Duluth	Haisky, Esther.....	Chisholm
Anderson, Florence	Duluth	Hanson, Rena.....	Ely
Anderson, Regna.....	Taconite	Harper, Nellie A.....	Barnum
Ankerstrom, Edna B.....	Duluth	Hauta, Laura.....	Virginia
Arbuckle, Jennie.....	Marble	Helmerson, Ludy A.....
Barr, Gertrude.....	Duluth	Grand Marais
Benson, Blanche	Duluth	Hipakka, Hilda S.....	Ely
Benson, Gudrun.....	Minneapolis	Hooker, Ida	Hibbing
Berrisford, Borghild	Duluth	Isaacson, Ina S.....	Ely
Budzinski, Helen.....	Duluth	Jackman, Mabel E.....	Moose Lake
Burke, Elizabeth	Duluth	Jentoft, Margaret	Duluth
Carlson, Lillian	Duluth	Johnson, Helena O.....	Tower
Casey, Mae E.....	Duluth	Johnson, Inez M.....	Ely
Chalupsky, Agnes	Beroun	Jorgenson, Ruth	Duluth
Christenson, Emma C.....	Joyce, Isabel	Minneapolis
.....	Minneapolis	Lindmark, Irene.....	Moose Lake
Christopher, Alma M.....	Duluth	Lofroth, Helmi	Duluth
Clough, Eliza.....	Beaulieu	Lund, Martha	Duluth
Colgrove, Helen	Virginia	Lynch, Gertrude	Duluth
Cook, Mary F.....	Blue Earth	MacKenzie, Olive.....	Virginia
Coutier, Lulu M.....	Blue Earth	Martin, Dorothy.....	Brook Park
Crellin, Hylda.....	Eveleth	Maxfield, Marjorie	Alexandria
Curtis, Agnes	Stillwater	Messier, Florence.....	Duluth
Dahlen, Lillie M.....	Duluth	Nelson, Minnie S.....	Henning
Daley, Mary C.....	Pine City	Niemi, Selma.....	Eveleth
Decker, Margaret F.....	Duluth	Norman, Gudrun	Milaca
Driscoll, Isabell.....	Eveleth	Nusbaum, Rose.....	Duluth
Ensign, Mabel L.....	Duluth	Olson, Clara G.....	Cambridge
Erickson, Florence M.....	Brainerd	Olson, Mrs. Mabel.....	Ely
Erickson, Mabel R.....	Cohasset	Palmquist, Claire O.....	Center City
Erickson, Martha J.....	Duluth	Pierce, Mae E.....	Rockland, Mich.

Peterson, Lillian.....Rush City
 Prochaska, Mary H.....Pine City
 Rawn, Florence.....Duluth
 Rheinberger, Erna M.....Duluth
 Rich, NonaDuluth
 Rissanen, Saima.....Finlayson
 Roney, Catherine.....Stillwater
 Rooning, Jennie...Iron Junction
 Sarff, GladysDuluth
 Schaeffer, Margaret E.....Duluth
 Scholtes, Lucy A.....Duluth
 Siring, Letta.....Duluth

Skramstad, Hilda M.....Eveleth
 Sloan, Marie O.....Detroit
 Soderberg, Alphild.....Duluth
 Squire, Mrs. Cora.....Lake City
 Stone, Lucile W.....Benson
 Strandmark, Eva.....Duluth
 Sund, Esther C.....Duluth
 Toben, Anne F.....Duluth
 Toben, Berenice E.....Duluth
 Toben, MarieDuluth
 Young, ElsieDuluth

JUNIOR YEAR

Aiton, LoisAlexandria
 Aldrin, Lydia.....Moose Lake
 Anderson, Dora M.....Duluth
 Ashbeck, Bernice.....Proctor
 Bahti, Mamie.....
South Range, Mich.
 Baker, Grace.....Buhl
 Beatty, MargaretCook
 Becksted, Ina.....Hinckley
 Beier, Helene W.....Duluth
 Bickley, Blanche...Grand Rapids
 Bostad, AliceFosston
 Brouillette, JeanneEly
 Burglon, Nora.....Harris
 Butler, KathleenDuluth
 Camaish, Mary.....Ely
 Carlson, Alma.....Moose Lake
 Carlson, Mary H.....Aitkin
 Carroll, Rose.....Hysham, Mont.
 Centerwall, Christine.....St. Paul
 Connor, Melba.....Duluth
 Coleman, Andrew B.....Springvale
 Cummins, Beatrice E...Barnum
 Curtis, Gertrude.....Stillwater
 Dahlen, Elsie J...Sturgeon Lake
 Dalton, Vita H.....Duluth
 Dixon, Maybelle A.....
Iron River, Mich.
 Doughty, Helen V.....Duluth
 Edwards, Emily.....Ely
 Eikrem, Florence E.....Tower

Engebrigtsen, Olga.....
Comstock, Wis.
 Engler, Caroline.....Pine City
 Erickson, Edith J.....Duluth
 Erickson, Ella E.....Ely
 Erickson, Esther L.....Duluth
 Erickson, Esther O.....Duluth
 Erickson, Ethel H.....Eveleth
 Erickson, Ruth E.....Duluth
 Evens, Lillian.....McGrath
 Fasbender, Gertrude E.....
Hastings
 Forgette, Clara E.....
Spaulding, Nebr.
 Forgette, Emma J.....
Spaulding, Nebr.
 Fossen, Edith A.....Aitkin
 Gaffney, Marie V.....Duluth
 Gilbertson, Ella U.....Duluth
 Gleason, KatyDuluth
 Gole, Lyle M.....Buhl
 Goodrich, Polly L.....Faribault
 Graham, Genevieve M.....
Long Prairie
 Granholm, Hulda A.....Virginia
 Hall, Mabel A.....Bennettville
 Hall, Mary Louise.....Duluth
 Handy, Gladys.....Nashwauk
 Hansen, Esther L.....Motley
 Hanson, Ruth E.....Duluth
 Haugen, MildredAitkin

Hegdahl, Bertha....Grand Rapids
 Hegdahl, Lillian....Grand Rapids
 Helpfrey, Mary
 Sandpoint, Idaho
 Hintz, MelindaKiester
 Holden, MiriamAitkin
 Hoolihan, Agnes J.....Cohasset
 Hopkins, Helen A.....
 Manawa, Wis.
 Hovde, Valborg.....Duluth
 Howe, Constance..Morgan Park
 Hume, Jessie J....Superior, Wis.
 Jensen, Amelia E.....Duluth
 Johnson, Gertrude D.....Duluth
 Johnson, Florence Mildred..Buhl
 Johnson, Naemi A..Boone, Iowa
 Jordan, Frances H.....Duluth
 Julum, Anna E.....Aitkin
 Juntilla, MyrtleDuluth
 Kalberg, Sara M.....Redtop
 Kelly, Queen J.....Bovey
 Kespohl, LauraFloodwood
 Kilty, Mabel R.....North Branch
 Kinsley, Leone V.....Medelia
 Klovstad, MargaretDuluth
 Kohls, MarieRosemount
 Kreiger, MyrtleColeraine
 Kreitlow, Elizabeth M.....
 Hutchinson
 Kuitu, PearlCloquet
 Kurzek, Rosalie
 International Falls
 Langford, Mary K.....Kinney
 Larson, Anna H.....Denham
 Larson, Bessie V.....Bagley
 LaVoie, Eva.....Eveleth
 Lefko, Stella E.....Crosby
 Leverty, Claire.....St. Paul
 Lindholm, Melia M.....Kinney
 Luoto, Hilma S.....Chisholm
 McCandless, Winnifred S.....
 Tamarack
 McCawley, MillicentDuluth
 McIntosh, Marie C.....Duluth
 McKusick, Margaret E....Duluth
 Mallman, Florence L.....Duluth

Marsh, Minnie E.....Aitkin
 Martin, Minnie.....Hinckley
 Mattson, Esther.....Mt. Iron
 Mattson, SelmaMt. Iron
 May, Madelaine.....Duluth
 Meyer, Hildred M.....Pine City
 Miettunen, Saimi.....Ely
 Morris, Vivian I.....Knife River
 Mosher, Doris V....Thorpe, Wis.
 Murphy, Bessie M.....
 Superior, Wis.
 Munsan, Bertha J.....Finlayson
 Nelson, Matilda H.....
 Two Harbors
 Nelson, Ruby M.....Aitkin
 Newton, JennieFosston
 Nieminen, Jennie.....Palo
 Norman, Signora.....Milaca
 Olin, Victoria E.....Duluth
 Olson, Ragnhild....Two Harbors
 Persons, Esther E..Grand Rapids
 Peterson, Alma K.....Duluth
 Peterson, Edla.....Duluth
 Peterson, Irma K.....Duluth
 Peterson, Sarah Louise.....
 Little Falls
 Pointfield, Lillian S.....Virginia
 Riddle, Frances.....Duluth
 Rom, Nathalie.....Aitkin
 Rosholt, MaryWarba
 Rydberg, Clara L.....Bovey
 Samskar, Grace ...Grand Marais
 Sande, Irene.....Duluth
 Schmoldt, Helen.....Duluth
 Severance, Maude.....Crosby
 Schrum, Muriel A....Wrenshall
 Schultz, Alma C.....Virginia
 Schultz, Hattie L.....Montrose
 Sheehy, Inez M.....
 Menominee, Wis.
 Shipley, Alta M.....Albion
 Simpson, Pauline.....Winton
 Siren, Wilhelmina A.....Duluth
 Smith, Dulcie S. E..Minneapolis
 Smith, Mae R.....McGregor
 Spalsbury, Helen A....McGregor

FIRST YEAR

Anderson, Mina U.....	Badger	Lang, Blanche J.....	Tamarack
Bowyer, Irene	Arnold	Latta, Ethel	Lakewood
Brechlin, Doris	Duluth	Lindberg, Hazel	Duluth
Carlson, Ethel.....	Kimberley	McElroy, Mary A.....	
Clark, Mabel L.....	Lucas, Mich.	Superior, Wis.
Cosner, Nona B.....	Shovel Lake	McNett, J. B.....	Aitkin
Dennis, Ruth G.....	Proctor	Molstad, Conrad M.....	Fosston
Ekstrom, Emma	Duluth	Oakland, Clara	Taft
Green, Winnifred J.....	Balsam	Paxson, Bessie M.....	Tamarack
Hutchings, Clovere N.....	Duluth	Peterson, Carolyn....	Moose Lake
Janecek, Amelia.....	Pine City	Upgren, Maebel..	Sturgeon Lake
Johnson, Ruth Ellen..	Tamarack	Usher, Emma G.....	Aitkin
Jorgenson, Agnes.....	Duluth	Vogan, Vera.....	Crosby
Landgreen, Lillie ..	Meadowlands	Wasdahl, Mildred S.....	Carlton

SPECIAL

Halden, Elizabeth.....	Duluth	Scheefe, Ida E.....	Minneapolis
Kerr, Maude M.....	Minneapolis	Willcutts, Virginia.....	St. Cloud

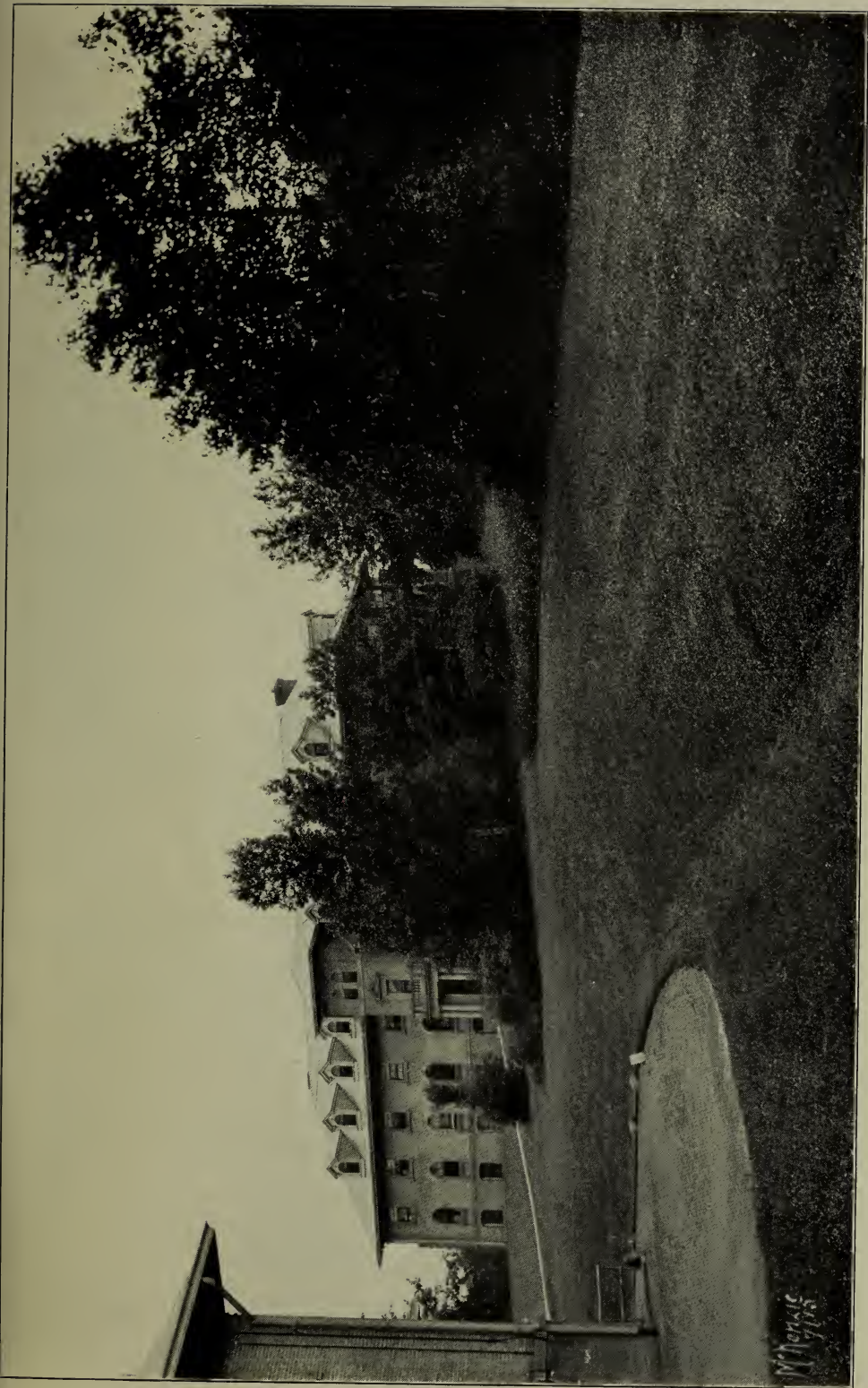
SUMMARY OF ENROLMENT

Normal Department

Special Course in Elementary Education.....	3	
Senior Year	96	
Junior Year	163	
Third Year	15	
Second Year	22	
First Year	27	
Special	4	
	<hr/>	330
Special Course in Elementary Education.....	3	
High School Graduates on Regular Two-Year Program.....	232	
High School Graduates on Kindergarten Program.....	13	
Five-Year Program	78	
Special	4	
	<hr/>	330
Summer, 1919	204	
September-June	188	
	<hr/>	392
Counted Twice	62	
	<hr/>	330

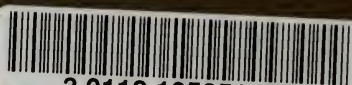
Elementary School

Ninth Year	17	
Eighth Year	17	
Seventh Year	21	
Sixth Year	23	
Fifth Year	16	
Fourth Year	17	
Third Year	22	
Second Year	20	
First Year	20	
Kindergarten	44	
	<hr/>	217
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		547



TORRANCE HALL

McNair
1915



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